

CCEA GCSE Specification in Spanish

For first teaching from September 2009

For first assessment from Summer 2010

For first award in Summer 2011

Subject Code: 5750

Spanish

Foreword

This booklet contains CCEA's General Certificate of Secondary Education (GCSE) Spanish for first teaching from September 2009. We have designed this specification to meet the requirements of the following:

- GCSE Subject Criteria for Modern Foreign Languages;
- GCSE Qualifications Criteria;
- Common Criteria for all Qualifications;
- GCSE Controlled Assessment Regulations for Modern Foreign Languages; and
- GCSE Controlled Assessment Generic Regulations.

We will make the first full award based on this specification in summer 2011.

We are now offering this specification as a unitised course. This development increases flexibility and choice for teachers and learners.

The first assessment for the following units will be available in summer 2010:

- Unit 1: Speaking; and
- Unit 2: Writing.

We will notify centres in writing of any major changes to this specification.

We will also publish changes on our website at www.ccea.org.uk

The version on our website is the most up-to-date version. Please note that the web version may be different from printed versions.

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1 Introduction

This specification sets out the content and assessment details for our GCSE Spanish course. First teaching begins from September 2009, and we will make the first awards for this specification in 2011. You can view and download the latest version of this specification on our website at www.ccea.org.uk

The specification builds on the broad objectives of the Northern Ireland Curriculum. It is also relevant to key curriculum concerns in England and Wales.

The study of languages within the framework of our GCSE specification can contribute to the development of a young person by enhancing and encouraging the development of their communicative processes, thinking skills and personal capabilities.

1.1 Aims

This specification aims to encourage students to:

- derive enjoyment and benefit from language learning, and be inspired, moved and changed by following a broad, coherent, satisfying and worthwhile course of study;
- recognise that their linguistic knowledge, understanding and skills help them to take their place in a multilingual global society, and also provide them with a suitable basis for further study and practical use of Spanish;
- make informed decisions about further learning opportunities and career choices;
- develop knowledge of the language and language learning skills;
- develop an understanding of Spanish in a variety of contexts;
- develop the ability to communicate effectively in Spanish; and
- develop awareness and understanding of Spanish-speaking countries and communities.

1.2 Key features

The key features of the specification appear below:

- This is now a unitised specification. This means that students have the opportunity to submit controlled assessment tasks for Unit 1 and/or Unit 2 in the first year of teaching.
- The course provides a sound base for further study of Spanish at a more advanced level.
- The course is assessed through a combination of written papers (for reading and listening) and controlled assessments (for speaking and writing).
- There is a flexible pattern of entry (Foundation and Higher Tiers) for both the reading and the listening papers.
- Students may take a Short Course GCSE, focusing on either speaking and listening or reading and writing.
- The course offers opportunities to build on the skills and capabilities developed through the delivery of the Key Stage 3 curriculum in Northern Ireland.
- There is support material available to teachers and students. For details of existing and planned material, see Section 7.

1.3 Prior attainment

There is no prior attainment that is required before students begin our GCSE Spanish course; however, the specification is designed to promote continuity, coherence and progression within the study of the language. The specification builds on the knowledge, understanding and skills developed within the Key Stage 3 curriculum.

1.4 Classification codes and subject combinations

Every specification is assigned a national classification code that indicates the subject area to which it belongs. The classification code for this qualification is 5750.

Progression to another school/college

Should a student take two qualifications with the same classification code, schools and colleges that they apply to may take the view that they have achieved only one of the two GCSEs. The same view may be taken if students take two GCSE qualifications that have different classification codes but have content that overlaps significantly. Students who have any doubts about their subject combinations should check with the schools and colleges that they wish to attend before embarking on their planned study.

Centres in England

Centres in England should also be aware that, for the purpose of the School and College Achievement and Attainment Tables, if a student enters for more than one GCSE qualification with the same classification code, only one grade (the highest) will count.

2 Specification at a Glance

The table below summarises the structure of the GCSE course:

Content	Assessment	Weighting	Availability
Unit 1: Speaking (AO2)	<p>Controlled assessment</p> <p>Students prepare and complete two tasks under supervision.</p> <p>Teachers can either:</p> <ul style="list-style-type: none"> select or adapt the two tasks from a list that we provide; or set their own two tasks, keeping within the parameters described in Section 6. <p>Teachers mark the assessments and we moderate them.</p>	30%	Every Summer (beginning in 2010)
Unit 2: Writing (AO4)	<p>Controlled assessment</p> <p>Students prepare and complete two tasks under supervision.</p> <p>Teachers can either:</p> <ul style="list-style-type: none"> select or adapt the two tasks from a list that we provide; or set their own two tasks, keeping within the parameters described in Section 6. <p>We mark the assessments.</p>	30%	Every Summer (beginning in 2010)
Unit 3: Listening (AO1)	<p>One externally assessed written paper</p> <p>Two tiers of entry:</p> <ul style="list-style-type: none"> Foundation (35 minutes); and Higher (45 minutes) <p>Stimulus material in Spanish, recorded by native speakers</p> <p>Responses include selection, gap filling and answering some questions in English</p>	20%	Summer Terminal

Content	Assessment	Weighting	Availability
Unit 4: Reading (AO3)	<p>One externally assessed written paper</p> <p>Two tiers of entry:</p> <ul style="list-style-type: none"> • Foundation (40 minutes); and • Higher (50 minutes) <p>Stimulus material of various lengths on a range of topics in Spanish</p> <p>Responses include selection, gap filling and short answers in Spanish, and some answers in English</p>	20%	Summer Terminal

GCSE Short Course students take two of the above four components, either:

- Unit 1: Speaking (60%) and Unit 3: Listening (40%); or
- Unit 2: Writing (60%) and Unit 4: Reading (40%).

All students must take at least 40 percent of the assessment (based on unit weightings) at the end of the course as terminal assessment.

3 Subject Content

We have divided the course into three contexts for learning. The content of each context, as well as its respective learning outcomes, appears below. For grammar and linguistic structures and vocabulary, see Appendices 3 and 4.

The specification requires students to:

- listen and respond to different types of spoken language;
- express themselves in speech using a variety of vocabulary, syntax and structures;
- read and respond to different types of written language;
- express themselves in writing using a range of vocabulary, syntax and structures; and
- understand and apply the grammar of the language as detailed in Appendix 3.

Foundation Tier students should be able to complete tasks within the limits of the structures and vocabulary specified in the appendices. Although they can expect to encounter some unfamiliar vocabulary in familiar contexts, tasks mainly come from predictable contexts and use familiar language.

Higher Tier students are required to complete tasks within the limits of the structures specified in a more developed and accurate manner, using more varied and complex language. They should be able to deal with elements of unpredictability and with unfamiliar language.

3.1 Context 1: The Individual

The topics to be studied are listed in the table below.

Content	Learning Outcomes
Students' lives, families, homes and interests, and those of others in Spanish-speaking countries and communities	<p>Students should be able to investigate, understand, describe, discuss and give opinions, in relation to their own environment and the countries and communities where Spanish is spoken, on the following:</p> <ul style="list-style-type: none"> • Relationships: families and friends; • Local environment: advantages and disadvantages; • Activities: daily routine and leisure activities; and • Health and lifestyle: diet, exercise and illness. <p>They should also be able to communicate effectively, produce creative pieces in speech and writing, and listen and respond to stimulus material on the above themes.</p>

3.2 Context 2: Citizenship

The topics to be studied are listed in the table below.

Content	Learning Outcomes
Lifestyles, attitudes and customs in students' own countries and communities, and in Spanish-speaking countries and communities	<p>Students should be able to investigate, understand, describe, discuss and give opinions, in relation to both their own environment and the countries and communities where Spanish is spoken, on the following:</p> <ul style="list-style-type: none"> • Social issues: problems in society and equality; • Travel and tourism: destinations and choices; • Environmental issues: attitudes to and responsibilities for litter, transport, energy, conservation and recycling; • Media and communications; and • Celebrations: festivals and customs. <p>They should also be able to communicate effectively, produce creative pieces in speech and writing, and listen and respond to stimulus material on the above themes.</p>

3.3 Context 3: Employability

The topics to be studied are listed in the table below.

Content	Learning Outcomes
Education and employment in students' own countries and communities, and in Spanish-speaking countries and communities	<p>Students should be able to investigate, understand, describe, discuss and give opinions, in relation to both their own environment and the countries and communities where Spanish is spoken, on the following:</p> <ul style="list-style-type: none"> • School life; • Part-time jobs: advantages and disadvantages; and • Future plans: choices and expectations. <p>They should also be able to communicate effectively, produce creative pieces in speech and writing, and listen and respond to stimulus material on the above themes.</p>

4 Scheme of Assessment

4.1 Assessment opportunities

The availability of examinations and controlled assessment tasks appears in Section 2 of this specification.

Candidates can choose to resit individual assessment units once. The better result for each assessment unit counts towards the GCSE qualification. Results for individual assessment units remain available to count towards a GCSE qualification until we withdraw the specification.

4.2 Assessment objectives

Below are the assessment objectives for this specification. Candidates must:

- understand spoken language (AO1);
- communicate in speech (AO2);
- understand written language (AO3); and
- communicate in writing (AO4).

The GCSE Short Course requires candidates to demonstrate their ability in relation to only two of the assessment objectives, either:

- AO1 and AO2; or
- AO3 and AO4.

4.3 Assessment objective weightings

The table below sets out the assessment objective weightings for each examination component and the overall GCSE qualification:

Assessment Objective	Component Weighting		Overall Weighting
	External Assessment (Foundation/Higher)	Controlled Assessment	
AO1	20%		20%
AO2		30%	30%
AO3	20%		20%
AO4		30%	30%
Total	40%	60%	100%

4.4 Reporting and grading

We report the results of individual assessment units on a uniform mark scale that reflects the assessment weighting of each unit. We determine the grades awarded by aggregating the uniform marks obtained on individual assessment units.

We award GCSE qualifications on an eight grade scale from A*–G, with A* being the highest. For candidates who fail to attain a grade G, we report their results as unclassified (U).

We award grades C–G to candidates entered for the Foundation Tier. We award grades A*–D to candidates entered for the Higher Tier. We provide an allowed grade E as a ‘safety net’ for Higher Tier candidates just failing to secure a grade D.

The grades we award match the grade descriptions published by the regulatory authorities (see Section 5).

4.5 Assessment components

A01 (Unit 3: Listening)

Percentage weighting: 20% (or 40% of GCSE Short Course)

Timing: Foundation Tier: **35 minutes** (including 5 minutes for reading)
Higher Tier: **45 minutes** (including 5 minutes for reading)

This paper comprises a variety of stimulus material in Spanish recorded on CD by native speakers. Candidates have 5 minutes to read through the paper before the CD is started. They hear each item of stimulus twice. Writing time is built into the paper, so the teacher must not stop the CD between items.

At Foundation Tier, stimulus items may take the form of short announcements, messages and dialogues from a range of contexts. Candidates’ responses may require selection, gap filling or, where the nature of the task demands, answers in English. Stimulus items refer to past, present and future events, and they include some unfamiliar language. Candidates are required to identify main points and extract details and points of view.

At Higher Tier, stimulus items may take the form of dialogues and narratives of various types from a range of contexts. Candidates’ responses may require selection, gap filling and answers in English. Candidates should be able to understand gist, identify main points and details, recognise points of view, attitudes and emotions, and draw conclusions.

A number of questions are common to both Foundation and Higher Tier.

A02 (Unit 1: Speaking)

Percentage weighting: 30% (or 60% of GCSE Short Course)

Speaking is assessed by controlled assessment. There is no tier of entry for the speaking controlled assessment tasks; outcomes will provide differentiation. See Section 6 and Appendix 1 for more details.

A03 (Unit 4: Reading)

Percentage weighting: 20% (or 40% of GCSE Short Course)

Timing: Foundation Tier: **40 minutes**
Higher Tier: **50 minutes**

This paper comprises a variety of items of stimulus material in Spanish, for example notices, announcements, advertisements, extracts from letters, magazine or newspaper articles and forms of imaginative writing. We include some items from ICT based sources, such as email or the internet.

At Foundation Tier, candidates' responses may require selection, gap filling and answers in English. The stimulus material covers a range of topics referring to past, present and future events and may include some unfamiliar language. Candidates are required to identify and extract details and points of view.

At Higher Tier, candidates' responses may require selection, gap filling and answers in English. Candidates are required to understand gist, identify main points and detail, recognise points of view, attitudes and emotions and draw conclusions.

A number of questions are common to both Foundation and Higher Tier.

A04 (Unit 2: Writing)

Percentage weighting: 30% (or 60% of GCSE Short Course)

Writing is assessed by controlled assessment. Tasks are the same for both Foundation and Higher Tier candidates, although candidates aiming to achieve grades A*–C are expected to produce longer pieces of written work in Spanish. See Section 6 and Appendix 1 for more details.

5 Grade Descriptions

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of candidates' performance in the assessment may be balanced by better performances in others.

Grade	Description
A	<p>Candidates show understanding of a variety of spoken language that contains some complex language and relates to a range of contexts. They can identify main points, details and points of view and draw simple conclusions.</p> <p>They initiate and develop conversations and discussions, present information and narrate events. They express and explain ideas and points of view, and produce extended sequences of speech using a variety of vocabulary, structures and verb tenses. They speak confidently, with reasonably accurate pronunciation and intonation. The message is clear but there may be some errors, especially when they use more complex structures.</p> <p>They show understanding of a variety of written texts relating to a range of contexts. They understand some unfamiliar language and extract meaning from more complex language and extended texts. They can identify main points, extract details, recognise points of view, attitudes and emotions and draw simple conclusions.</p> <p>They write for different purposes and contexts about real or imaginary subjects. They express and explain ideas and points of view. They use a variety of vocabulary, structures and verb tenses. Their spelling and grammar are generally accurate. The message is clear but there may be some errors, especially when they write more complex sentences.</p>

Grade	Description
C	<p>Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.</p> <p>They take part in conversations and simple discussions and present information. They express points of view and show an ability to deal with some unpredictable elements. Their spoken language contains a variety of structures and may relate to past and future events. Their pronunciation and intonation are more accurate than inaccurate. They convey a clear message but there may be some errors.</p> <p>They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.</p> <p>They write for different contexts that may be real or imaginary. They communicate information and express points of view. They use a variety of structures and may include different tenses or time frames. The style is basic. They convey a clear message but there may be some errors.</p>
F	<p>Candidates show some understanding of simple language spoken clearly that relates to familiar contexts. They can identify main points and extract some details.</p> <p>They take part in simple conversations, present simple information and can express their opinion. They use a limited range of language. Their pronunciation is understandable. There are grammatical inaccuracies but the main points are usually conveyed.</p> <p>They show some understanding of short, simple written texts that relate to familiar contexts. They show limited understanding of unfamiliar language. They can identify main points and some details.</p> <p>They write short texts that relate to familiar contexts. They can express simple opinions. They use simple sentences. The main points are usually conveyed but there are mistakes in spelling and grammar.</p>

6 Guidance on Controlled Assessment

6.1 Controlled assessment review

We replace our controlled assessment tasks every two years to ensure that they continue to set an appropriate challenge and remain valid, reliable and stimulating.

6.2 Skills assessed by controlled assessment

Two of the four Assessment Objectives in GCSE languages (AO2: Speaking and AO4: Writing) are assessed using controlled assessment. Candidates must:

- complete two tasks from different contexts for each skill;
- take part in a conversation (see Task A and the guidance on adapting speaking tasks in Appendix 1) as one of their controlled assessment tasks for speaking; and
- submit tasks on different topics for speaking and writing.

6.3 Level of control

Rules for controlled assessment in GCSE Spanish are defined for the three stages of the assessment:

- task setting;
- task taking; and
- task marking.

6.4 Task setting

The two controlled assessment tasks for each skill are equally weighted. Both are individually marked out of 30, making a total of 60 marks for the two speaking tasks and 60 for the two writing tasks.

For both speaking and writing, the level of control for the setting of the controlled assessment tasks is limited. This means that centres can either:

- use one of the exemplar tasks listed in Appendix 1;
- create a task of their own choice; or
- adapt one of our tasks, within the parameters detailed in Appendix 1.

If centres choose to create their own task, they must ensure that the task they design allows candidates to meet the requirements of the mark schemes and to access the highest mark band appropriate to them. For candidates to achieve an F grade, they must produce simple sentences and express simple opinions. For candidates aiming for a C grade, tasks must contain a range of structures, which may relate to past and future events. Candidates aiming for an A grade should also express and explain ideas and points of view.

If centres choose to adapt the tasks listed in Appendix 1, they must ensure that their tasks allow candidates to meet the requirements of the mark schemes and to access the highest mark band appropriate to them. See the sub-section in Appendix 1 on adapting controlled assessment tasks for specific guidance and examples for both speaking and writing.

After selecting the task, the teacher should spend 20–30 minutes outlining the nature of the task to candidates, explaining:

- the format and purpose of the task;
- the time allowed for the preparation and taking of the task;
- the word limit (writing tasks only);
- the nature of the preparation allowed; and
- which resources they may use during their preparation time.

6.5 Task taking

Unit 1: Speaking

There is a medium level of control for this stage of the speaking controlled assessment tasks.

Preparation

Teachers may not give the details of the task to candidates until the beginning of the preparation stage.

Areas of Control	Detail of Control
Authenticity	<p>Candidates must complete their work under informal supervision. This may involve working in pairs or in small groups with other candidates.</p> <p>Teachers must be able to authenticate all candidates' work and ensure that they acknowledge and reference any sources used.</p>
Feedback	<p>Teachers must give guidance and feedback on how candidates should reference their sources so as to avoid plagiarism.</p> <p>Teachers must not correct any of the candidates' preparation work. They should, however, give guidance and feedback on the following:</p> <ul style="list-style-type: none"> • how the work meets the requirements of the specification; and • how the work will be assessed according to the marking criteria. <p>Candidates should reach their own conclusions.</p>
Time Limit	Candidates have 3–4 hours to prepare for the task.
Collaboration	Candidates can work in pairs or small groups when preparing the task, but each must have an individual mark awarded for the task.

Areas of Control	Detail of Control
Resources	<p>Candidates may have access to a dictionary and other resource materials such as textbooks, books, magazines or newspapers in the target language.</p> <p>They may use these resources to prepare a pro forma, writing no more than 40 words. This may include some headings or bullet points. Candidates may include verbs or phrases, but must not exceed the word limit.</p> <p>Candidates must reference any resources that they use, including those accessed via the internet.</p>

Final production of the speaking task

Areas of Control	Detail of Control
Authenticity	Candidates must complete their final production of the speaking task under formal supervision.
Feedback	Teachers must not give feedback at this stage.
Time Limit	The speaking task should last approximately 4–6 minutes .
Collaboration	Candidates can be assessed individually, in pairs or in groups, but each candidate must be given an individual mark for the task.
Resources	Candidates can use the pro forma they have prepared (with no more than 40 words written on it). They may not have access to any other resources.

Unit 2: Writing

There is a high level of control for this stage of the writing controlled assessment tasks.

Preparation

Teachers may not give the details of the task to candidates until the beginning of the preparation stage.

Areas of Control	Detail of Control
Authenticity	<p>Candidates must complete their work under informal supervision.</p> <p>Teachers must be able to authenticate all candidates' work and ensure that they acknowledge and reference any sources used.</p>
Feedback	<p>Teachers must give guidance and feedback on how candidates should reference their sources so as to avoid plagiarism.</p> <p>Teachers must not correct any of the candidates' preparation work. They should, however, give guidance and feedback on the following:</p> <ul style="list-style-type: none"> • how the work meets the requirements of the specification; and • how the work will be assessed according to the marking criteria. <p>Candidates should reach their own conclusions.</p>
Time Limit	Candidates have 5–6 hours to prepare for the task.
Collaboration	Candidates must complete all their work individually.
Resources	<p>Candidates may have access to a dictionary and other resource materials such as textbooks, books, magazines or newspapers in the target language.</p> <p>They may use these resources to prepare a pro forma, writing no more than 40 words. This may include some headings or bullet points. Candidates may include verbs or phrases, but must not exceed the word limit.</p> <p>Candidates must reference any resources that they use, including those accessed via the internet.</p> <p>If candidates are using IT to prepare their work, they must not have access to spelling or grammar checks, but they may use online dictionaries.</p>

Final production of the writing task

Areas of Control	Detail of Control
Authenticity	Candidates must complete their work under formal supervision. Teachers must be able to authenticate all candidates' work and ensure that they acknowledge and reference any sources used.
Feedback	Teachers must not give feedback at this stage.
Time Limit	Candidates have 1 hour to produce the final version of the task.
Word Limit	Candidates aiming for grades D–G should produce 100–150 words for each task. Candidates aiming for grades A*–C should produce 200–300 words for each task.
Collaboration	Candidates must complete all their work individually.
Resources	Candidates may have access to a dictionary and the pro forma they have prepared (with no more than 40 words written on it) during the preparation stage. They must reference any resources that they use, including those accessed via the internet. If candidates are using IT to produce the final version of their task, they must not have access to spelling or grammar checks, but they may use online dictionaries.

6.6 Task marking

Unit 1: Speaking

The level of control for task marking is medium. There is no tier of entry for the speaking controlled assessment tasks; outcomes will provide differentiation. Teachers mark the tasks using the mark schemes we provide. Teachers should also attend the agreement trials that we run for our controlled assessment tasks and take note of the following marking guidance.

General guidance on marking speaking tasks

- Each candidate should have a mark out of 30 for each controlled assessment task. This mark is made up of:
 - a mark for communication (out of 15);
 - a mark for grammar and structures (out of 10); and
 - a mark for pronunciation and intonation (out of 5).
- Teachers should decide which of the six bands best describes the candidate's final controlled assessment task.
- Teachers are advised to start with Band 3 and decide whether the candidate's task fits into this band or should be in a higher or lower band.

- Once the teacher has decided which band best describes the candidate's task, they must decide on the mark to award.

Awarding marks for grammar and structures

- In the grammar and structures grid, there are two marks in each band. Teachers should award the marks accordingly:
 - all requirements of band met – top mark; or
 - most requirements of band met – lower mark.

Awarding marks for communication

- In the communication grid, there are three marks in each band. Teachers should award the marks accordingly:
 - all requirements of band met – top mark;
 - most requirements of band met – middle mark; or
 - some requirements of band met – lowest mark.

Teachers must ensure that the work they mark is the candidate's own. For up-to-date advice on plagiarism or any other incident in which candidate malpractice is suspected, please refer to the Joint Council for Qualifications' *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* on the JCQ website at www.jcq.org.uk

Unit 2: Writing

The level of control for task marking is high. Our examiners mark the writing tasks. While there is no tier of entry for the controlled assessment tasks for writing, teachers should note that the word limits are:

- 200–300 words per task for candidates aiming for grades A*–C; and
- 100–150 words per task for candidates aiming for grades D–G.

6.7 Internal standardisation

Centres with more than one teaching group must carry out internal standardisation of the speaking controlled assessment tasks before submitting them to us. This is to ensure that, as far as possible, each teacher has applied the assessment criteria consistently when marking assessments.

6.8 Moderation

We may adjust centres' marking. This is to bring the assessment of the candidates' work into line with our agreed standards.

Centres are required to record an adequate sample of tasks to provide sufficient evidence for moderation. We issue full instructions about the details of the moderation procedures and the nature of the sample we require well in advance of submission. Marks and samples of candidates' work for moderation must be submitted to us by the 1st of May in the year of assessment.

See Appendix 6 for a glossary of terms for controlled assessment.

7 Links

7.1 Support

We provide the following resources to support this specification:

- our website;
- a subject microsite within our website;
- specimen papers and mark schemes; and
- controlled assessment tasks.

Some support material from the previous specification may also remain useful.

We intend to expand our range of support to include the following:

- past papers;
- mark schemes;
- exemplary performances;
- Chief Examiner's reports;
- Principal Moderator's reports;
- schemes of work;
- centre support visits;
- support days for teachers;
- agreement trials;
- student guides;
- controlled assessment guidance for teachers;
- controlled assessment guidance for candidates; and
- exemplification of standards.

You can find our Annual Support Programme of events and materials for Spanish on our website at www.ccea.org.uk

7.2 Curriculum objectives

This specification addresses and builds upon the broad curriculum objectives for Northern Ireland, England and Wales. In particular, it enables students to:

- develop as individuals and contributors to the economy, society and environment:
 - by studying materials, participating in various classwork activities and preparing controlled assessments for the three contexts listed in Section 3: The Individual, Citizenship and Employability;
- progress from Key Stage 3 Northern Ireland Curriculum requirements:
 - by giving them opportunities, through the three contexts for learning – The Individual, Citizenship and Employability – to build on curriculum objectives at Key Stage 3;
- investigate and discuss ethical, social, economic and cultural issues:
 - by studying material relating to these issues both in their own communities and in countries/communities where the target language is spoken; and
 - by giving them the opportunity to discuss their own and listen to others' points of view, to work with others and to make comparisons between their own and other countries/communities;

- investigate and discuss issues in other European countries and communities:
 - by providing opportunities to discuss issues and developments in students' own countries and in communities where the target language is spoken and gain a better understanding of the greater European context;
- investigate and discuss employability:
 - by giving them the opportunity to study, discuss and express their opinions on employability, which is one of the three contexts for learning; and
- use technology for communication purposes:
 - by providing opportunities throughout the course of study to use technology for communication purposes, for example when participating in classwork or preparing controlled assessment tasks.

This specification also addresses issues of:

- sustainable development, health and safety considerations and European developments, consistent with international agreements:
 - We have taken care in drawing up this specification to ensure that it meets health and safety considerations. Students following our specification have the opportunity to study and discuss issues and developments in their own communities and in countries and communities where the target language is spoken. This enables them to gain a better understanding of the greater European context.
- avoidance of bias:
 - We have made it a priority, when designing the content of this specification, to avoid bias of any kind.

For further guidance on how this specification enables progression from the Northern Ireland Curriculum at Key Stage 3, go to our subject microsite, which you can access at www.ccea.org.uk

7.3 Key Skills

This specification provides students with opportunities to develop and generate evidence for assessing the following nationally recognised Key Skills:

- Application of Number;
- Communication;
- Improving Own Learning and Performance;
- Information and Communication Technology;
- Problem-Solving; and
- Working with Others.

You can find details of the current standards and guidance for each of these skills on the QCA website at www.qca.org.uk

7.4 Examination entries

Entry codes for this subject and details on how to make entries are available on our Examinations Administration Handbook microsite, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Examination Entries, Results and Certification team using the contact details provided in this section.

7.5 Equality and inclusion

We have considered the requirements of equalities legislation in developing this specification.

GCSE qualifications often require the assessment of a broad range of competences. This is because they are general qualifications and, as such, prepare students for a wide range of occupations and higher level courses.

The revised GCSE and qualification criteria were reviewed to identify whether any of the competences required by the subject presented a potential barrier to any students with disabilities. If this was the case, the situation was reviewed again to ensure that such competences were included only where essential to the subject. The findings of this process were discussed with disability and equality groups and with people with disabilities.

During the development process, we carried out an equality impact assessment. This was to ensure that we identified any additional potential barriers to equality and inclusion. Where appropriate, we have given consideration to measures to support access and mitigate against barriers.

Reasonable adjustments are made for students with disabilities in order to reduce barriers to access assessments. For this reason, very few students will have a complete barrier to any part of the assessment. It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. **Information on reasonable adjustments is found in the Joint Council for Qualifications document *Access Arrangements and Special Consideration: Regulations and Guidance Relating to Candidates Who Are Eligible for Adjustments in Examinations*.**

Potential barriers for some students include:

- Speaking, for some students with a speech impairment;
- Listening, for some students with a hearing impairment, i.e. those who cannot lip read (British or Irish Sign Language may not be allowed, as that would not involve communication in the foreign language); and
- Reading, for some students with a visual impairment (i.e. those who cannot read Braille) – these students may not have the text read to them, as that would involve testing the different competence of listening.

These competences are included because:

- the GCSE is a holistic qualification which must continue to assess all four skills to meet all its Assessment Objectives; and
- removal of a competence may penalise students for whom that competence is a strength.

Modified visual and hearing papers are available on request.

There are alternative qualifications for individual skills, and short course GCSEs are available covering only AO1 and AO2 or AO3 and AO4.

7.6 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Catriona Skelton
(telephone: (028) 9026 1200, extension 2292, email: cskelton@ccea.org.uk)
- Officer with Subject Responsibility: Clare McNicholl
(telephone: (028) 9026 1200, email: cmcnicholl@ccea.org.uk)
- Examination Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Examiner Recruitment
(telephone: (028) 9026 1243, email: appointments@ccea.org.uk)
- Distribution (past papers and support materials)
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Business Assurance (appeals)
(telephone: (028) 9026 1244, email: appealsmanager@ccea.org.uk).

Appendix 1

Controlled Assessment Tasks for 2010-2011

Unit 1: Speaking (AO2)

Guidance for teachers

When selecting a speaking task, centres can either:

- use the exemplar tasks provided below;
- adapt these tasks using the guidance on adapting speaking tests in this specification; or
- design a task of their own using the guidance on creating their own tasks in this specification.

For all tasks, centres must adhere to our requirements on:

- timing of tasks; and
- topics of tasks (candidates cannot submit two speaking tasks from the same context).

When preparing candidates for their tasks, teachers should:

- ensure the candidates have adequate time to prepare for each task; and
- ensure the tasks they are preparing meet the requirements of the mark schemes and will allow them access to the highest mark bands appropriate to them.

When preparing to assess speaking tasks, teachers should ensure that the unprepared elements of the task:

- meet the requirements of the mark schemes and allow each candidate access to the highest mark bands appropriate to them;
- are not shown to the candidates before they take the task; and
- are appropriate and relevant to the topic of the task.

Task A: Conversation

Context: The Individual

Topic: Relationships

Format: The candidate engages in a conversation based on the topic of relationships.

Purpose: To display the ability to inform and respond to questions on the topic.

Timing: **4–6 minutes**

Topic: Relationships (Guidance for candidates)

You will be asked questions on the following:

- what relationships are important to you and why;
- your best friend;
- how people would describe you;
- things that annoy you about your friends/family; and
- problems/pressures in relationships.

You will also be expected to respond to **two** items that you have not prepared.

Task B: Presentation and discussion

Context: Citizenship

Topic: Travel and tourism

Format: The candidate gives a presentation of **1–2 minutes** describing the tourist facilities in their area, followed by a discussion.

Purpose: To display the ability to present information and engage in a discussion about the topic.

Timing: **4–6 minutes**

Topic: Travel and tourism (Guidance for candidates)

You should prepare a presentation of **1–2 minutes** describing the tourist facilities in your area. In a follow-up discussion you will be asked questions on the following:

- how tourists can travel to your area;
- what facilities there are for tourists in your area; and
- why tourists should come to your area.

You will also be expected to respond to **one** item that you have not prepared.

Task C: Interview

Context: Employability

Topic: Part-time jobs

Format: The candidate takes part in an interview for a job working as a waiter/waitress in a hotel.

Purpose: To display the ability to prepare for and take part in a job interview.

Timing: **4–6 minutes**

Topic: Part-time jobs (Guidance for candidates)

You are going to take part in a job interview to work as a waiter/waitress in a hotel. You will be asked questions on the following:

- why you applied for the job;
- what experience you have;
- what you think you will enjoy about the job;
- why you think you would be good at the job; and
- why you should get the job rather than other applicants.

You will also be expected to respond to **two** items that you have not prepared.

Unit 2: Writing (AO4)

All writing tasks may be produced using IT but must be submitted in hard copy.

Task D: Informative writing

Context: Citizenship

Topic: Festivals and customs

Format: The candidate writes an article for a magazine about a celebration in a country/community where the target language is spoken.

Purpose: To display the ability to research, plan and inform.

Timing: **1 hour**

Word limit: Candidates aiming for grades D–G: **100–150 words**

Candidates aiming for grades A*–C: **200–300 words**

Topic: Festivals and customs (Guidance for candidates)

A magazine editor has asked you to write an article about a celebration in a country/community where the target language is spoken. Your work may include information on some or all of the following:

- the background to the celebration;
- where and when it is celebrated;
- how it is celebrated;
- who celebrates it; and
- your opinion.

Task E: Comparative writing

Context: The Individual

Topic: Health and lifestyle

Format: The candidate writes a report for a school magazine in the target language comparing people's lifestyle now with people's lifestyle in the past.

Purpose: To display the ability to research and provide comparisons.

Timing: **1 hour**

Word limit: Candidates aiming for grades D–G: **100–150 words**

Candidates aiming for grades A*–C: **200–300 words**

Topic: Health and lifestyle (Guidance for candidates)

You have decided to write an article for a school magazine comparing people's lifestyle now with people's lifestyle in the past. Your work may include information on some or all of the following:

- an outline of people's lifestyle in the past and of people's lifestyle now;
- the advantages and disadvantages of life in the past;
- the advantages and disadvantages of life now;
- what life may be like in the future; and
- your opinion.

Task F: Persuasive writing

Context: Citizenship

Topic: Environmental issues

Format: The candidate produces a leaflet for a local newspaper to persuade people that they should be more environmentally aware.

Purpose: To display the ability to present information and persuade an audience.

Timing: **1 hour**

Word limit: Candidates aiming for grades D–G: **100–150 words**

Candidates aiming for grades A*–C: **200–300 words**

Topic: Environmental issues (Guidance for candidates)

You have been asked to produce a leaflet for a local newspaper to persuade people that they should be more environmentally aware. Your work may include information on some or all of the following:

- why people should protect the environment;
- the dangers if people don't protect the environment;
- what families can do to protect the environment;
- what schools can do to protect the environment; and
- your opinion.

Adapting controlled assessment tasks

Adapting speaking tasks

Every candidate must take part in a conversation as one of their speaking tasks. This could be either the conversation in Task A or an adaptation on a different topic.

Regarding the other task, centres may choose their own topic, purpose and format; however, they must ensure that the contexts of the two tasks are different.

Candidates must not submit tasks on the same topic for their speaking tasks – for example ‘school life’ – as for their writing tasks.

Candidates must adhere to the guidance on task setting and task taking outlined in Section 6 of this specification. If they wish to adapt/design their own speaking tasks, they must ensure that:

- the tasks meet the requirements of the mark schemes and allow candidates to access the highest mark band appropriate to them;
- candidates adhere to the timings (**4–6 minutes** per task) outlined in the specification and the exemplar tasks; and
- unprepared items meet the requirements of the mark schemes and, in responding to them, candidates will have access to the highest mark band appropriate to them.

The conversation that each candidate must take part in as one of their tasks must be a one-to-one conversation between the candidate and a teacher. This task cannot, therefore, be adapted to allow for assessment in pairs or groups. However, if candidates wish to take their other speaking task in pairs or small groups, they may do so.

Adapting speaking tasks for pairs/groups

When candidates’ speaking task is to be assessed in pairs/groups, centres must ensure that:

- a teacher facilitates the task with the candidates and asks the unprepared elements of the task;
- the task meets the requirements of the mark schemes and allows each candidate to access the highest mark band appropriate to them;
- each candidate is awarded an individual mark based on the mark schemes;
- each candidate adheres to the timings (**4–6 minutes** per task) outlined in the specification and exemplar tasks;
- unprepared items meet the requirements of the mark schemes and, in responding to them, each candidate will have access to the highest mark band appropriate to them;
- each individual in the group responds to and is awarded marks for different unprepared items; and
- each candidate is allowed **3–4 hours** to prepare for the task (candidates participating in a paired/group task are permitted to prepare together).

Task	Example of Adapted Task for Individual Candidates	Example of Adapted Task for Pairs/Groups of Candidates
A	The candidate could take part in a conversation on the topic of school life (Context 3: Employability), rather than on relationships (Context 1: The Individual).	
B	The candidate could give a presentation and engage in a discussion based on the topic of health and lifestyle (Context 1: The Individual), rather than on travel and tourism (Context 2: Citizenship).	Candidates working in pairs/groups could give a presentation on healthy living (Context 1: The Individual). All candidates participating must be awarded an individual mark – they must present separate pieces of information and respond individually in a discussion.
C	The candidate could take part in an interview with a local radio station in the target language about a festival that is being planned in the area (Context 2: Citizenship), rather than on part-time jobs (Context 3: Employability).	Candidates working in pairs/groups could discuss a band that they like (Context 2: Citizenship). All candidates participating must be awarded an individual mark – they must present separate pieces of information and respond individually in a discussion.

Adapting writing tasks

Centres must ensure that the contexts of their two tasks are different. The purpose of each task must be clear.

Candidates must not submit tasks on the same topic for their speaking tasks – for example ‘school life’ – as for their writing tasks.

Centres must adhere to the guidance on task setting and task taking as outlined in Section 6 of this specification. If centres wish to adapt/design their own writing tasks, they must ensure that:

- the tasks meet the requirements of the mark schemes, and allow candidates to access the highest mark band appropriate to them; and
- candidates adhere to the word limits (**100–150 words** per task for candidates aiming for grades D–G; **200–300 words** per task for those aiming for grades A*–C) outlined in the specification and the exemplar tasks.

Task	Example of Acceptable Adaptation
D	The candidate could produce a leaflet displaying the ability to inform and describe their local area (Context 1: The Individual), rather than a magazine article on festivals and customs (Context 2: Citizenship).
E	The candidate could produce an article for a magazine comparing the choices and opportunities for young people in their local area with those in a country/community where the target language is spoken (Context 3: Employability), rather than a report for their school magazine comparing lifestyle now with lifestyle in the past (Context 1: The Individual).
F	The candidate could produce a letter to a prospective employer displaying the ability to persuade the recipient to give them a job (Context 3: Employability), rather than a leaflet for a local newspaper persuading people to be more environmentally aware (Context 2: Citizenship).

Appendix 2

Controlled Assessment Mark Schemes

Unit 1: Speaking (A02)

Band	Communication	Marks
5	The candidate completes the task very competently. Ideas and opinions are expressed and justified. The candidate is able to respond confidently to questions, including unprepared elements.	13–15
4	The candidate completes the task competently. Ideas and opinions are expressed and there is some justification. The candidate is able to respond with some confidence to most questions. There may be some hesitation, particularly with unprepared elements.	10–12
3	The candidate has some difficulty completing the task. Some ideas and opinions are expressed. The candidate responds to most questions, although there is hesitation, and he/she has some difficulty dealing with unprepared elements.	7–9
2	The candidate finds it difficult to complete the task. There are few ideas and opinions expressed. The candidate has difficulty responding to many questions, there is a lot of hesitation and he/she has great difficulty dealing with unprepared elements.	4–6
1	The candidate does not complete the task. No ideas or opinions are expressed. The candidate has difficulty responding to most questions, the delivery is very hesitant and he/she is unable to deal with unprepared elements.	1–3
0	There is no meaningful communication.	0

Band	Grammar and Structures	Marks
5	The candidate uses a wide variety of appropriate vocabulary, structures and idiomatic language with a high degree of accuracy and competency.	9–10
4	The candidate uses a variety of appropriate vocabulary, structures and idiomatic language. Errors are few and only where more complex language is used.	7–8
3	The candidate makes some attempt to use a variety of appropriate vocabulary and structures. There is some use of idiomatic language that may contain errors.	5–6
2	The candidate uses a limited range of appropriate vocabulary and structures. There is limited use of idiomatic language. There are frequent minor and some major errors.	3–4
1	The candidate uses a very limited range of appropriate vocabulary and structures. Idiomatic language is poor. There are many major and minor errors.	1–2
0	The candidate uses no meaningful language.	0

Band	Pronunciation and Intonation	Marks
5	Pronunciation, intonation and fluency of delivery are very good.	5
4	Pronunciation, intonation and fluency are good.	4
3	Pronunciation, intonation and fluency are average.	3
2	Pronunciation, intonation and fluency are below average.	2
1	Pronunciation, intonation and fluency are poor.	1
0	Communication is impeded.	0

Unit 2: Writing (AO4)

Band	Description of Performance: Communication	Marks
5	The candidate communicates the task very clearly and concisely and displays very good knowledge of the topic. Ideas and opinions are expressed and justified.	17–20
4	The candidate communicates the task clearly and concisely and displays good knowledge of the topic. Ideas and opinions are expressed and there is some justification.	13–16
3	The candidate communicates the task and displays some knowledge of the topic. Some ideas and opinions are expressed.	9–12
2	The candidate communicates some of the task and displays a limited knowledge of the topic. There are few ideas and opinions.	5–8
1	The candidate does not communicate the task and displays very limited knowledge of the topic. No ideas or opinions are expressed.	1–4
0	There is no meaningful communication.	0

Band	Description of Performance: Grammar and Structures	Marks
5	There are few errors. The writing is well ordered and coherent. The candidate uses a wide range of vocabulary and structures. There is good evidence of idiomatic language.	9–10
4	There are some errors where more complex language is used. The writing is likely to have a natural flow. The candidate uses a range of vocabulary and structures. There is some evidence of idiomatic language.	7–8
3	There are frequent minor errors, but the majority of the task is comprehensible. The candidate uses a limited range of vocabulary and structures. There is little evidence of idiomatic language.	5–6
2	There are frequent major and minor errors, but up to half of the text is meaningful. The candidate uses basic vocabulary and structures. There is no evidence of idiomatic language.	3–4
1	There are major and frequent errors, making the text ambiguous and difficult to understand. The candidate uses short simple sentences or phrases but there are many inaccuracies in spelling.	1–2
0	The candidate uses no meaningful language.	0

Appendix 3

Spanish Grammar and Structures

Candidates are expected to acquire knowledge and understanding of Spanish grammar during their course. In the GCSE assessment they have an opportunity to apply their knowledge and understanding of the structures in the following lists.

The examples in brackets are indicative, not exclusive.

Students only need to have receptive knowledge of structures marked (R).

Foundation Tier

Nouns

gender
singular and plural forms

Articles

definite and indefinite
lo plus adjective (R)

Adjectives

agreement
position
comparative and superlative: regular and *mayor, menor, mejor, peor*
demonstrative (*este, ese, aquel...*)
indefinite (*cada, otro, todo, mismo, alguno...*)
possessive, short form (*mi...*)
possessive, long form (*mío...*) (R)
interrogative (*cuánto, qué...*)

Adverbs

formation
comparative and superlative: regular
interrogative (*cómo, cuándo, dónde...*)
adverbs of time and place (*aquí, allí, ahora, ya...*)
common adverbial phrases

Quantifiers/Intensifiers

(*muy, bastante, demasiado, poco, mucho...*)

Pronouns

subject
object (R)
position and order of object pronouns (R)
reflexive
relative: *que*
relative: *quien, lo que* (R)
disjunctive (*conmigo, para mí...*)
demonstrative (*éste, ése, aquél, esto, eso, aquello...*)
indefinite (*algo, alguien...*)
interrogative (*cuál, qué, quién...*)

Verbs

regular and irregular verbs, including reflexive verbs

all persons of the verb, singular and plural

modes of address: *tú* and *usted*

radical-changing verbs

negative forms

interrogative forms

reflexive constructions (*se puede, se necesita, se habla...*)

uses of *ser* and *estar*

tenses: present indicative

present continuous

preterite

imperfect: in weather expressions with *estar, hacer*

imperfect (R)

immediate future

future (R)

perfect: most common verbs only

conditional: *gustar* only in set phrases

pluperfect (R)

gerund (R)

imperative: common forms including negative

present subjunctive: (R) in certain exclamatory phrases (*¡Viva! ¡Dígame!*)

imperfect subjunctive: *quisiera*

impersonal verbs: most common only

Prepositions

common, including personal *a, por* and *para*

Conjunctions

common (*y, pero, o, porque, como, cuando...*)

Number, dates, quantity

(*uno, dos, tres...*)

(*el primero, el segundo...*)

(*mucho, un poco, poco, unos, más, menos...*)

Time

use of *desde hace* with present tense (R)

Higher Tier

All grammar and structures listed for Foundation Tier, plus:

Articles

lo plus adjective

Adjectives

comparative and superlative

possessive, short and long forms (*mi, mío...*)

relative (*cuyo...*)

Adverbs

comparative and superlative

Pronouns

object

position and order of object pronouns

relative: all other uses (*quien, lo que, el que, cual...*)

possessive (*el mío, la mía...*)

Verbs

tenses: future

imperfect

imperfect continuous

perfect

pluperfect

conditional

passive voice (R)

gerund

present subjunctive: imperative, affirmation and negation
future after conjunctions of time (*cundo*)
after verbs of wishing, command, request, emotion
to express purpose *para que*

imperfect subjunctive (R)

Time

use of *desde hace* with present tense

use of *desde hace* with imperfect tense (R)

Appendix 4

Spanish Core Minimum Vocabulary List

This core minimum vocabulary list is primarily intended as a guide for teachers, to assist in their planning of work in relation to their programme of study. The assessment tasks at Foundation Tier are based on this list. Vocabulary from the following categories may also be included:

- numbers;
- months;
- days;
- additional place names;
- nationalities;
- parts of the body;
- animals;
- directions;
- weather;
- school subjects;
- school uniforms;
- classroom instructions and requests; and
- derivatives of the words in the core minimum vocabulary list.

Although candidates should expect to encounter some unfamiliar vocabulary, Foundation Tier candidates will only be tested on words and terms given in both the core minimum vocabulary list and from the categories above.

For the purpose of controlled assessments, candidates may choose to use some of the words included on the list but are also free to use other vocabulary relevant to the tasks they prepare.

Core Vocabulary List

a	alegrarse	arena
a, be, ce...	alejarse	armario
abajo	alfombra	arreglar
abanico	algo	arriba
abierto	algodón	arroz
abrazo	alguien	artículo
abrigo	alguno	artista
abrir(se)	alimentación	asado
abuelo, a	allí	ascensor
aburrido	almacén, grandes	aseo
acampar	almacenes	así
accidente	almorzar	asiento
aceite de oliva	alojarse	asignatura
aceptar	alquilar	asistir (a)
acera	alrededor (de)	aspiradora
acerca de	alto	aspirina
acercarse	alumno	asustado
acompañar	ama de casa	atención
aconsejar	amable	atento
acordarse (de)	amarillo	atletismo
acostado	ambiente	atrás
acostarse	ambulancia	atravesar
actividad	ambulatorio	aula
activo	amigo	aumentar
actor/actriz	amueblado	aún, aun
actualmente	ancho	ausente
(de) acuerdo	andar	autobús
adelante	andén	autocar
además	animado	autopista
adiós	animal	autoservicio
adonde	anoche	AVE
¿adónde?	(el día) anterior	avenida
adulto	antes (de)	aventura
aeropuerto	antiguo	avión
aficionado (al fútbol)	anunciar	ayer
afortunadamente	añadir	ayudar (a)
afueras	año	ayuntamiento
agencia de viajes	Año Nuevo	azúcar
agradable	apagar	azul
agradecer	aparcamiento	bacalao
agua (mineral, potable)	aparcar	bahía
ahora	aparecer	bailar
ahorrar	apartamento	bajar
aire (acondicionado), al	apellido	bajarse música
aire libre	aprender (a)	bajo
aislado	apresurarse	balcón
ajedrez	aprobar	balón
al cabo de	aquel	baloncesto
albergue juvenil	aquí	banco
aldea	árbol (frutal)	bañarse

bar	cajero	centro (comercial)
barato	cajón	cepillo (de dientes)
barco	calamar	cerámica
barrio	calcetín	cerca (de)
bastante	calefacción (central)	cercano
bastar	calidad	cerdo
basura	caliente	cereales
batir(se)	calle	cero
beber	calzado(s)	cerrar(se) (con llave)
beso	cama	certificado
biblioteca	cámara	cerveza
(en) bicicleta	camarero	césped
bien	cambiar (de)	cesta
bienvenida	camino	chalet
biftec/bistec	camión	champiñones
billar	camisa	chaqueta
billete (de ida, sencillo)	campeón	charlar
billete de ida y vuelta	campesino	chatear
blanco	(hacer) camping	cheque (de viajero)
blusa	campo (de deporte)	chico, a
bocadillo	canción	chimenea
boda	cansado	chocar (con)
bolera	cantar	chocolate
bolígrafo	capital	chófer
(jugar a los) bolos	cara	chorizo
bolsa	caramelo	chuleta
bolsillo	caravana	churros
bolso (de mano)	carne (de vaca, de cerdo, de cordero)	cibercafé
bombero	carnicería	ciclismo
bombón	caro	cielo
bonito	carretera	cierto
bosque	carta, jugar a las cartas	cigarrillo
botas	cartón	cine
botella	cartel	cinta
breve	cartera	cinturón
buenas (noches, tardes)	cartero	cita
bueno	casa (de campo, independiente)	ciudad
buenos días	casi	claro
buscar	castaño	cliente
butaca	castillo	clima
buzón	catarro	club
caballeros	catedral	cobrar (un cheque)
caballo	(a) causa (de)	coche
cabina telefónica	CD	cocina (eléctrica, de gas)
cacerola	cebolla	coger
cada	ceda el paso	col, coles de Bruselas
cadena	celebrar(se)	cola
caer(se)	célebre	coleccionar
café (solo, con leche)	cenar	colgar
cafetería		coliflor
caja (de ahorros)		colina

color	corrida de toros	delgado
comedia	cortar	demasiado
comedor	cortés	dentista
comenzar (a)	cortina	dentro de (ocho días)
comer	corto	departamento
comerciante	cosa	dependen
cómico	costa	dependiente
comida	costar	deporte(s) (de invierno)
comisaría	costumbre	desagradable
como	creer	desaparecer
¿cómo?	crema	desayuno
cómodo	crystal	descansar
compañero	cruce	describir
compañía	crucigrama	descubrir
completamente	cruzar	descuento
completo	cuaderno	desde
comportarse	cuadro	desear
comprar	¿cuál?	desempleo
comprender	cuando	desgraciadamente
comprobar	cuándo	espacio
con	¿cuándo?	despedirse (de)
concierto	cuarto (de baño)	despejado
concurrido	cuarto de hora	despertarse
concurso	cubo (de la basura)	después (de)
condición	cuchara	destino,
conducir	cuchillo	(con) destino (a)
conductor	cuenta	desván
conejo	cuento	desventaja
confirmar	cuero	detener(se)
conjunto	cueva	detrás (de)
conocer	cuidado (con)	(al) día
conseguir	cuidar	dibujar
consejo	cultivar	diferencia
consigna	(feliz) cumpleaños	dificultad
construir	cura	dígame
consulta	curso	digital
contaminación	daño	dinero
contar	dar	Dios
contener	dar las gracias	dirección
contento	dar un paseo	director
contestar	dar una vuelta	discoteca
contra	darse prisa	distancia
(al) contrario	de	distinto
copa	¿de dónde?	distracción
corbata	debajo de	divertirse
cordero	deber	doblar
corregir	débil	doble
correo electrónico	decidir	docena (de)
(oficina de) correos	decir	doctor
correr	dejar	documental
correspondiente	delante (de)	domicilio

donde	época	extraordinario
¿dónde?	equipaje (de mano)	fábrica
dormir(se)	equipo	fácil
dormitorio	equitación	factura del teléfono
droga	equivocarse	móvil
ducha	escalera	falda
dueño	escaparaté	falso
dulce	escoger	faltar
durante	escribir(se)	familia
durar	escritorio	famoso
duro	escuchar	fatal
e	ese	(por) favor,
echar (una carta al buzón)	(por) eso, a eso de	hacer el favor de
edad	espalda	favorito
edificio	espectador	fecha (de nacimiento)
educación (física)	espejo	Felices Pascuas
ejemplo	esperar	felicitar
ejercicio	espeso	feliz
el/la/los/las	esposo, a	feo
electricidad	esquí (acuático)	feria
embotellamiento	esquina	ficha
emocionante	estación (de autobuses, del ferrocarril, RENFE, de servicio, del año)	fiesta
empezar (a)	estadio	fila
empleado (de banco, de oficina)	estanco	filete
empresa	estar (bien, libre, mal, muerto, nublado, preocupado, seguro, sentado)	(por) fin, a fin de
encantado	(el) este	fin de semana
encantar	este	final, al final de
encargado	estéreo	finca
encender	esto	firmar
encima (de)	estómago	flan
encontrar(se)	estrecho	flauta
enfadado	estrella (de cine), de dos estrellas	flojo
enfermero, a	estudiar	flor (silvestre)
enfermo	estupendo	folleto
enfrente (de)	evitar	formulario
enhorabuena	exactamente	foto
en línea	examinar	frase
ensalada (mixta)	excelente	fregar (los platos)
enseñar	excursión	frente
entender	existir	fresa
entonces	explicar	fresco
entrar	expreso	frigo/frigorífico
entre	extranjero	frío
entregar	extraño	fruta
entrenamiento		fuego
entremeses		fuelle
entrevista		fuera (de)
enviar		fuerte
envolver		fumar
		funcionar
		fútbol

futuro	excursión, una	insolación
gafas (de sol)	pregunta, una visita)	instituto
galleta	hacerse (médico)	instituto (en el que se
gallina	hacia	enseñan religiones:
gamba	hallar(se)	católica y/o
ganar	hamburguesa	protestante)
garaje	hasta (luego)	instrumento
gas, con gas, sin gas	hay	inteligente
gaseosa	hay que	intentar
gasolina	helado	intercambio
gastar	herido	interés
gazpacho	hermano, a	internet
gemelos	hermoso	interesante
generalmente	hielo	interno
gente	hierba	IVA
gerente	hierro	invierno
gimnasia	hijo, a (único, a)	invitar (a)
gol	histórico	ir
golpe	hogar	ir a (buscar)
goma	hoja (de papel)	ir(se) (de paseo, de
gordo	hola	vacaciones)
gota	hombre (de negocios)	isla
gracias	hora	jabón
gracioso	horario	jamás
gramo	horroroso	jamón (de York,
grande	hospital	serrano)
granja	hostal	jarabe
gratis	hotel	jardín
grave	hoy	jefe
gris	huevo	jersey
gritar	húmedo	joven
grueso	humo	jubilado
grupo	idioma	judías (verdes)
guante	iglesia	juego
guapo	igual	jugar (a)
guardar (cama)	impaciente	juguete
guardia (civil)	impermeable	junto a
guerra	importante	junto(s)
guía (telefónica)	imposible	kilo
guisantes	impuesto	kilómetro
guitarra	incendio	(al) lado (de)
gustar	incidente	ladrón
habas	incluido	lago
haber	indicar	lámpara
habitación (doble,	industria	lana
individual, con baño)	infantil	lápiz
hablar	informar	largo
hace (quince días)	informática	(qué) lástima
hacer (las compras, los	ingeniero	lata
deberes, una	inmediatamente	lavabo
	i-Pod	lavadora

lavaplatos	mañana	mirar
lavar(se)	mapa	mismo
lección	maquillaje	mitad
leche	máquina (fotográfica)	mixto
lechuga	mar	mochila
leer	maravilloso	moda
legumbres	marcar (un gol, un número)	moderno
lejos (de)	marchar(se)	modo
lento	marido	mojar(se)
letra	marinero	molestar(se)
letrero	mariscos	momento
levantar(se)	marrón	moneda
libra (esterlina)	más (o menos)	montaña
libre	matador	montar (a caballo, en bicicleta)
libro	matar	monumento
ligero	matermonio	moreno
limón	máximo	morir
limpiar	(persona) mayor	mostrador
listo	mayoría	mostrar
litro	mecánico	moto/motocicleta
llamar (a un médico, por teléfono)	mechas	motor
llamarse	a mediados de	mover(se)
llave	medianoche	mozo
llegar (con retraso)	medias	MP3
llenar, llénelo	médico	muchacho, a
llevar (ropa, al hospital)	media hora	muchas (gracias, veces)
llevarse (bien)	medio (kilo, litro)	mucho (gusto, tiempo)
llorar	medio ambiente	muebles
llover	mediodía	muela
localidad	mejor	muerto
lograr	melocotón	mujer (de negocios)
luego	melon	mundo
lugar	mensaje (de texto)	muñeca
luna	(persona) menor	muro
luz (eléctrica)	menos	museo
madera	menú (del día)	música (clásica, pop, fuerte)
madrastra	mercado	muy
madre	merienda (en el campo)	nacer
maestro, a	mermelada	nacionalidad
mal	merluza	(de) nada
maleta	mes	nadar
malo	mesa	nadie
mamá	meter	naranja
mandar	metro	naranjada
(de esta) manera	mi, mí	nata
mano	miembro	natación
manta	mientras	naturaleza
mantel	mínimo	naturalmente
mantequilla	minuto	Navidad(es)
manzana	mío	

necesario	orilla	pasta de dientes
necesitar	oro	pastel
negocios	orquesta	pastilla
negro	oscuro	patatas (fritas)
neumático	otoño	patinar
nevera	paciente	patio
ni... ni...	padre(s)	pato
nieto	padraastro	peatón
nilón	paella	pedazo
ninguno	pagar (por)	pedir (hora)
niño, a	página	pegar
nivel	página en Internet	peinarse
no	página web	película (de aventuras, de miedo, de ciencia ficción, del oeste, de amor, policíaca)
noche	país	peligro
Nochebuena	palabra	pelo
Nochevieja	palacio	(es una) pena, vale la pena
nombre	pan (tostado)	pendiente (de nariz)
normal	panadería	pendientes
nota	pantalón, pantalones	penique
noticias	pantalla	pensar
novela	pañuelo	(media) pensión
novio, a	papá	peor
nuestro	papel(es)	pequeño
nuevo	papel higiénico	pera
número	paquete (de almuerzo)	perder(se)
nunca	(un) par (de)	perdonar
o	para	perezoso
obedecer	parada (de autobús)	perfectamente
obligatorio	parador	perfume
obra(s), obrero	paraguas	periódico
obtener	parar(se)	periodista
ocasión	parecer	permiso (de conducir)
ocio	parecerse (a)	permitir
ocupado	pared	pero
ocurrir	pareja	perro
odiar	pariente	pertenecer
oferta	parking	pesado
oficina (de Correos, de turismo)	parque (de atracciones, de bomberos)	(ir de) pesca
oficio	(en) parte, de parte de	peso
ofrecer	partido	pez
oiga Vd, oye	(a) partir (de)	piano
oír(se)	(el año) pasado	(estar de) pie, ir a pie
ojo	pasajero	piedra
oler	pasaporte	piel
olvidar, olvidarse de	pasar	pimienta
opinión	pasarlo bien	pintar
ordenador	pasatiempo	pintoresco
ordenador portátil	pasearse	
organizar	pasillo	
orgullo	paso	

piragüismo	probar	radiador
piscina	problema	radio
piso (amueblado, bajo)	procedente de	rápido
pizarra (vileda)	procesión	raramente
plancha de pelo	profesor	rato
plano	profundo	ratón
planta (baja)	programa	ratos libres
plástico	prohibir	razón
plata	prometer	real
plátano	pronóstico	rebajas
plato	(de) pronto	recado
playa	propietario	recalentamiento (del planeta)
plaza (de toros)	propina	recepción
pobre	propio	recibir
(un) poco (de)	proteger	reciclar, reciclaje
pocas veces	provincia	recientemente
poder	(el año) próximo	recoger
policía	prueba	recomendar
polideportivo	publicidad	recordar
pollo	público	recreo
polución	puddín	recuerdo(s)
poner (la mesa)	pueblo	redondo
ponerse la ropa	puente	refresco
popular	puerta	regalo
por (aquí)	puerto	región
¿por qué?	pues	regla
porque	puesto	regresar
portero	pulsera	regular
posible	puro	reír(se)
postal	que	reloj (de pulsera)
postre	¡que aproveche!	rellenar
practicar	¿qué?	remedio
prácticas laborales	¿qué hay?	RENFE
práctico	¿a qué hora?	repetir
prado	¿qué hora es?	reservar
precio	¿qué tal?	resfriado
precioso	quedar(se)	responder
preferir	quedarse a dormir	responsable
preguntar	quehaceres	restaurante
premio	quemar(se)	resultado(s)
preocupado	querer	(con) retraso
preparar	queso	reunión
presentar(se)	quien	reunirse
primavera	¿quién?	revisor
primero	quince días	revista
primeros auxilios	quinto	rico
primo, a	quiosco	rincón
principal	quitar (la mesa)	río
(al) principio,	quitarse la ropa	robar
a principios de	quizá(s)	rogar
probable	ración	

rojo	señal	supermercado
romper	señas	suplemento
ropa	señor(a)	sur
rosa	señorita	suspender
roto	separado	suyo
rubio	ser	tabaco
ruido	serio	taberna
sábana	servir	tal (vez)
saber	sesión	Talgo
sabor	si	talla
sacar (una foto, una muela, entradas, buenas notas)	sí	tamaño
saco de dormir	siempre	también
sal	sierra	tampoco
sala (de espera, de estar, de fiestas)	siesta	tan
salchicha	siglo	tanto
salir (bien)	significar	tapa
salón	(al día) siguiente	taquilla
salsa (de tomate)	¡silencio!	tarde
saltar	silla	tarea, tareas domésticas
salud	sillón	tarifa
saludar	simpático	tarjeta (postal, de crédito)
saludo(s)	sin (embargo, empleo, plomo)	tarta (de manzana)
salvar	sitio	taxi
salvaje	situación	taza
sangre	situado	té
sangría	sobre (todo)	teatro
sano	sobresaliente	tebeo
santo	sobrino, a	tecnología
sardinas	socorro	techo
sección (de discos)	sofá	teclado
seco	sol	tejado
secretario, a	solamente	telediario
seda	soldado	telefonar
(en) seguida	solo	telenovela
seguir	sólo	televisión
segundo	soltero	temperatura
seguro	(a la) sombra	temprano
sello	sombrero	tendero
semáforo	sonar	tenedor
semana	sopa	tener (calor, frío, hambre, ganas de, la intención de, lugar, miedo, prisa, razón, sed, suerte, (quince) años)
Semana Santa	sorprender	tenis (de mesa)
sencillo	su	tercero
sentado	suave	terminar (de)
sentarse	subir	ternera
sentido	sucio	terrazza
sentir, lo siento	suelo	
sentirse (bien, mal, mejor, peor)	suelo (buena) suerte	
	sufrir	
	súper	

terreno	tratar (de)	verde
(mucho) tiempo	travieso	verduras
tienda (de comestibles, de recuerdos, de campaña)	tren	vestido
tierra	trimestre	vestirse
tímido	triste	(otra) vez, de vez en cuando
tío, a	trozo	vía
típico	turista	viajar
tirar	tuyo	vida
tiza	último	vídeo
toalla	un/una, unos/unas	vidrio
tocadiscos	(hijo) único	viejo
tocar	uniforme	vino (blanco, tinto)
torcer, tuerza	universidad	violín
todavía	urgente	visitar
todo (recto, derecho, seguido, el mundo)	usar	vista
todos los días	útil	viudo, a
tomar (una bebida, el desayuno, el sol)	utilizar	vivienda
tomate	uva	vivir
tonto	vacaciones	volar
torero	vacío	volver(se)
tormenta	vajilla	voz
toro	vale	vuelo
torre	valle	vuelta
torta	vaqueros	vuestro
tortilla (española)	varios	waterpolo
tostada	vaso	windsurf
(en) total	vecino	y
trabajar	vegetariano	ya
tradicional	vehículo	yogur
traer	vela	zanahoria
tráfico	velocidad	zapatería
traje (de baño)	venda	zapatillas deportivas
tranquilo	vender	zapatos
transbordo	venir	zona (industrial)
transporte	ventaja	zoo/zoológico
tranvía	ventana	zumو (de fruta, de naranja)
	ver (la televisión)	
	veraneante	
	verano	
	verdad	

Appendix 5

Spanish Rubrics for Examinations

Escribe la letra correcta en la casilla.	<i>Write the correct letter in the box.</i>
Pon las letras apropiadas en las casillas.	<i>Put the appropriate letters in the boxes.</i>
Pon una equis (X) en la casilla correcta.	<i>Put an X in the right box.</i>
Escribe el número apropiado en la casilla correcta.	<i>Write the appropriate number in the right box.</i>
Empareja los nombres con las letras apropiadas.	<i>Match the names with the appropriate letters.</i>
Rellena los huecos con las letras apropiadas.	<i>Fill in the gaps with the appropriate letters.</i>
Escoge la letra apropiada con la respuesta correcta.	<i>Choose the appropriate letter with the right answer.</i>
Respuestas en español.	<i>Answers in Spanish.</i>
Rellena los huecos con las letras apropiadas.	<i>Fill in the blanks with the appropriate letters.</i>
Marca con una equis (X) la respuesta correcta.	<i>Put an X in the right answer.</i>
Rellena los espacios en blanco.	<i>Fill in the blanks.</i>
Contesta las preguntas en español.	<i>Answer the questions in Spanish.</i>
Rellena los espacios con una palabra en español de la lista abajo.	<i>Fill the gaps with one word in Spanish from the list below.</i>
Termina la frase con una de las alternativas de la lista abajo.	<i>Finish the sentence with one of the alternatives from the list below.</i>
Escribe la letra adecuada en la casilla.	<i>Write the correct letter in the box.</i>
Pon la letra en la casilla correcta.	<i>Put the letter in the correct box.</i>
Pon la letra correcta en la casilla.	<i>Put the correct letter in the box.</i>
Escribe el nombre correcto en la casilla.	<i>Write the correct name in the box.</i>

Appendix 6

Glossary of Terms for Controlled Assessment Regulations

Term	Definition
Component	<p>A discrete, assessable element within a controlled assessment/qualification that is not itself formally reported and for which the awarding body records the marks</p> <p>May contain one or more tasks</p>
Controlled assessment	A form of internal assessment where the control levels are set for each stage of the assessment process: task setting, task taking, and task marking
External assessment	A form of independent assessment in which question papers, assignments and tasks are set by the awarding body, taken under specified conditions (including detailed supervision and duration) and marked by the awarding body
Formal supervision (High level of control)	The candidate must be in direct sight of the supervisor at all times. Use of resources and interaction with other candidates is tightly prescribed.
Informal supervision (Medium level of control)	<p>Questions/tasks are outlined, the use of resources is not tightly prescribed and assessable outcomes may be informed by group work.</p> <p>Supervision is confined to:</p> <ul style="list-style-type: none"> • ensuring that the contributions of individual candidates are recorded accurately; and • ensuring that plagiarism does not take place. <p>The supervisor may provide limited guidance to candidates.</p>
Limited supervision (Low level of control)	Requirements are clearly specified, but some work may be completed without direct supervision and will not contribute directly to assessable outcomes.

Term	Definition
Mark scheme	<p>A scheme detailing how credit is to be awarded in relation to a particular unit, component or task</p> <p>Normally characterises acceptable answers or levels of response to questions/tasks or parts of questions/tasks and identifies the amount of credit each attracts</p> <p>May also include information about unacceptable answers</p>
Task	<p>A discrete element of external or controlled assessment that may include examinations, assignments, practical activities and projects</p>
Task marking	<p>Specifies the way in which credit is awarded for candidates' outcomes</p> <p>Involves the use of mark schemes and/or marking criteria produced by the awarding body</p>
Task setting	<p>The specification of the assessment requirements</p> <p>Tasks may be set by awarding bodies and/or teachers, as defined by subject-specific regulations.</p> <p>Teacher-set tasks must be developed in line with awarding body specified requirements.</p>
Task taking	<p>The conditions for candidate support and supervision, and the authentication of candidates' work</p> <p>Task taking may involve different parameters from those used in traditional written examinations. For example, candidates may be allowed supervised access to sources such as the internet.</p>
Unit	<p>The smallest part of a qualification that is formally reported and can be separately certificated</p> <p>May comprise separately assessed components</p>

